DOCUMENT RESUME

ED 211 318 RC 013 127

TITLE Iowa Annual Evaluation Report for Migrant Programs. Fiscal Year 1981.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, D.C.
PUB DATE 81
NOTE 15p.; For a related document, see ED 197 923.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Agency Cooperation; Annual Reports; Elementary Secondary Education; *Inservice Education; Mexican Americans; *Migrant Education; Migrant Health Services; Migrant Programs; Needs Assessment; *Parent Participation; *Program Effectiveness; *Program Evaluation; Screening Tests; Spanish Speaking; *State Programs; Student Recruitment; Summer Programs
IDENTIFIERS ESEA Title I Migrant Programs; *Iowa

ABSTRACT

Six migrant educational programs were conducted in Iowa during fiscal year 1981. In the 4 programs held during the regular school year, 9 teachers and 3 aides (all bilingual) served an enrollment of 224 children, 186 of whom were "Spanish dominate." During the 2 summer programs, 6 teachers and 6 aides (all bilingual) served 159 children, 95 of whom were "Spanish dominate." Curriculum included English oral language development, reading, mathematics, and cultural development. Health, music, art, and field trips were added during the summer. Staff received inservice training in all programs. Supportive services included vision, audio, dental, and immunization screening, with treatment administered when indicated. Nutritional services were also provided. The Local Education Associations (LEAs) employed a variety of methods to recruit migrant children and to establish the educational needs of the children. An unduplicated count of 107 parents participated in some manner with the school in migrant programs. The LEAs reported: (1) good utilization of the Migrant Student Record System, especially the Skills List concepts; (2) use of numerous methods to disseminate information; (3) maintenance of contact between LEAs and the State Education Agency; and (4) successful achievement by age level of assimilation of educational components by the migrant children. (NEC)

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ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS

Fiscal Year 1981

Department of Public Instruction

RC013127

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5100-D80564-12/81

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Title I of Public Law 89-10

The Elementary and Secondary Education Act of 1965
As Amended

State of Iowa
Department of Public Instruction
Des Moines, Iowa

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IOWA ANNUAL EVALUATION REPORT

FOR TITLE I MIGRANT PROGRAMS

Fiscal Year 1981

There were six migrant educational programs in Iowa for Fiscal Year 1981. There were four programs conducted during the regular school year, and two programs conducted during the summer months.

For the regular school year, there were two hundered twenty-four (224) children enrolled. The breakdown in classification was one hundred three interstate, thirteen intrastate, and one hundred eight five-year provisional children. Gradewise there were thirty-three kindergarten, one hundred sixty-nine elementary, and twenty-two secondary children enrolled.

Inasmuch as the children were enrolled in the regular school curriculum during the regular school year, the Title I Migrant program was supplementary in nature. There were nine teachers and three teacher aides all of whom were bilingual providing additional services for the children. The curricular areas provided by the migrant program were in English oral language development, reading, mathematics, and cultural development. Of the two hundred twenty-four children enrolled, one hundred eighty-six were Spanish dominate. The avarage daily attendance was one hundred sixty-five with the highest daily attendance of two hundred seventeen for the school year.

Inservice of staff as reported by the LEAs for the regular school year included teachers, aides, nurses, and administrators.

The inservice areas were in general program orientation, curriculum methods, individualized instruction, classroom management, use of MSRTS, instructional objectives, student placement and diagnosis, and culture of the migrant child. The LEAs reported that thirty-eight staff members were involved in the inservice meetings which indicates that the migrant educational program was reaching out and involving the regular staff members to create a better understanding of the migrant child.

Supportive services to the migrant children as reported by the LEAs included one hundred fifty visional screenings which led to one child receiving glasses; one hundred six audio screenings which required no audio aid services for the children; eleven dental/medical screenings which required no further treatment necessary; all of the children's immunization records were screened, and no shots were needed; a first for the program.

Nutritional services were provided the migrant children on the same basis as other children enrolled in school; and if the migrant child's parents could not afford the hot lunch, the children were given free lunches.

The process of recruiting migrant children included a variety of methods by the LEAs. The methods reported in recruiting were visits by school representatives with the local growers or food processors, visits to the migrant camps, visits with other local community agencies, and, in some instances, the parents voluntarily sending or bringing their children to school.

In establishing the educational needs of the children, the LEAs utilized the Migrant Student Record Transfer System, criterion referenced tests, standardized tests, teacher-made tests, and other teacher referrals as they met with other staff members.

Parental involvement was also diversified which led to an unduplicated count of one hundred seven parents participating in some manner with the schools. These methods utilized by the LEAs included twenty-nine parents attending orientation meetings concerning the migrant educational program; eight parents were involved in planning project activities; fifty-four parents visited in their child's classroom; eleven parents were active in recruitment; three parents helped supervise field trips; eight parents acted as aides; eighty-nine parents were contacted by school staff in their homes; eighty-three attended school functions such as open house and other related functions; ten parents participated in their local Parent Advisory Council; and seven parents served on the State Parent Advisory Council with six attending a SEA workshop conducted by members of the Texas education department.

The LEAs reported utilization of the Migrant Student Record System. They were especially enthused with the Skills List concept. A state training session was held to indoctrinate the teachers with the skills list and how to use them. In addition, follow-up training sessions were held in each LEA migrant center to reinforce the proper use of the skills list. During the follow-up sessions, the whole concept of the MSRTS was explained with each staff member gaining an understanding of their role in making the MSRTS operate as it should for the benefit of the migrant children.

Cooperation between the LEAs and other agencies serving the migrant population was maintained according to reports from the LEAs. The other agencies were the Local Migrant Council, Community Action, local Title I projects, County Health Department, CETA, School Lunch Program, Department of Social Services, Project Head Start, and Local Day Care Center.

The LEAs reported numerous ways utilized in disseminating information concerning their migrant educational programs. Among the methods reported were local newspaper articles, use of brochures or newsletters, oral and written communication with parents of the migrant children, reports to their local school boards, discussion with other migrant staff at SEA sponsored workshops, and visitation with other migrant programs.

Contact between the LEAs and the SEA was maintained by SEA inservice meeting, telephone contact, letters, and program visitation by the SEA. During these contacts, the SEA assisted the LEAs in developing their project application, responding to financial questions or problems, completion of required report forms, clarification of guidelines, and developing their evaluation report.

In reporting on the instructional activities supported by migrant funds, the LEAs felt that by their standards of success by age level, the migrant children's assimilation of the educational components was attained. The following is a composite report from the LEAs.

REGULAR

INSTRUCTIONAL ACTIVITIES

Instructions: This page is to be utilized in recording success data. Beside each activity that was part of your project indicate:

A. The number of participants by age level
B. The number meeting your standard(s) of success by age level
C. Total number of participants per activity

INSTRUCTIONAL ACTIVITY		AGE LEVEL							C. TOTAL NO. OF PARTICIPANTS
		3-5*	6-8	9-10	11-12	13-14	15-16	17-18	
Mathematics	A		20	21	14				55
	B		20	20	13				
English Language Arts/Reading	A	23	35	43	22	19	12	3	157
	B	17	31	37	16	15	7	3	
Spanish Language Arts/ Reading	A	8							8
	B	7							
English Oral Language	A	28	42	43	23	15	11	4	166
	B	25	32	35	15	10	5	4	
Science	A								
	B								
Social Studies	A						2	1	3
	B						2	1	
Cultural Development/ Self-Image	A	12	20	21	14	12	5	2	86
	B	11	20	20	12	11	5	1	
Physical Education	A								
	B								
Career Education	A								
	B								
Health/ Nutrition	A								
	B								
Fine Arts	A								
	B								
Practical Arts	A								
	B								
Music/Dance	A								
	B								
Other (specify) Promoted/ Graduated	A		10	4	3	1	4	2	24
	B		9	4	3	1	4	2	

* Include readiness skills in applicable instructional activity categories.

For each instructional activity for your projects listed in the preceding section, please complete the following:

a) List the instruments used to determine pupil progress. (Specify the names of commercially prepared instruments. Noncommercial instruments should be briefly described; e.g., teacher-made checklist on primary language skills.)

For the Fiscal Year 1981 summer there were two programs for the migrant children. One of the programs encompassed an area comprised of four LEAs. This combining into one summer program gave us a sufficient number of children to efficiently add more educational components to the migrant program.

The two summer programs served a total of one hundred fifty-nine children. The breakdown in classification was sixty-six interstate, one intrastate, and ninety-two five-year provisional children. Gradewise there were twenty-six kindergarten and one hundred thirty-three elementary children enrolled. An attempt was made to contact the secondary grade children to establish core curriculum classes, but there was no interest in this area.

There were six teachers and six teacher aides, all of whom were bilingual. In addition, two administrators, one recruiter, two clerks, three hot lunch cooks, and two bus drivers employed in the summer programs. The curricular areas provided by the migrant programs were in English oral language development, reading, mathematics, cultural development, health, music, and art. Of the one hundred fifty-four children enrolled, ninety-five were Spanish dominate. The average daily attendance was one hundred fourteen with the highest daily attendance of one hundred forty for the summer program.

The project duration for one of the summer projects was thirty-one class days and the other project was thirty-four class days.

Inservice of staff as reported by the LEAs for the summer term included teachers, aides, recruiters, nurses, clerks, and administrators. The inservice areas were in general program orientation, curriculum methods, individualized instruction, grouping techniques, use of MSRTS, utilization of teacher aides,

instructional objectives, student placement and diagnosis, and cultural of the migrant child. The LEAs reported that sixteen staff members were involved in the inservice meetings.

Supportive services to the migrant children as reported by the LEAs included fifty-five visional screenings, sixteen dental screenings, and sixteen medical screenings. No treatment was needed for either dental or medical reasons.

Nutritional services were provided free of charge to the summer migrant children. This included breakfast, mid-morning milk and snacks, hot lunch, and a mid-afternoon milk/juice and snacks.

Field trips to various places of interest to the children were arranged. The teachers made a point of including various aspects of the field trips into the daily lesson plans for the children. Regularly scheduled swimming lessons were also incorporated into the summer program.

The process of recruiting migrant children followed the same methods utilized during the regular school year. They included visits by school representatives to the migrant camps, visits with local growers or food processors, and information supplied by local community agencies.

In establishing the educational needs of the children, the LEAs utilized the Migrant Student Record System, criterion referenced tests, standardized tests, and teacher-made test.

Parental involvement with the summer school program was established by a diversification of methods which led to an unduplicated count of eighty-four parents participating in some

manner with the schools. The methods utilized by the LEAs included eighteen parents attending orientation meetings concerning the summer migrant educational program; ten parents were involved in planning project activities; fifty-three parents visited in their child's classroom; fourteen parents were active in recruitment; eighty-four parents were contacted by school staff in their homes; fifty parents attended school functions such as fiesta day; four parents participated in the local Parent Advisory Council; and four parents served on the State Parent Advisory Countil.

The LEAs reported utilization of the Migrant Student Record System. They were very pleased with the Skills List concept when they received information on some of the children enrolled in the summer program. They took this as a sign that the MSRTS really works. A follow-up briefing at each summer attendance center refreshed their memory as to proper usage of the MSRTS.

Cooperation between the LEAs and other agencies serving the migrant population was maintained according to reports from the LEAs. The other agencies were the Local Migrant Council, Community Action Agencies, County Health Department, CETA, School Lunch Program, Department of Social Services, and Project Head Start.

The LEAs reported their dissemination of information concerning the summer migrant program via brochures or newsletters, oral and written communication with parents of the migrant children, reports to their local school boards, and discussion with other migrant staff at SEA sponsored meetings.

Contact between the LEAs and the SEA was maintained by SEA inservice meeting, telephone contact, letters, and program visitation by the SEA. During these contacts the SEA assisted the LEAs in developing their project applications, responding to financial questions or problems, completion of required report forms, clarification of guidelines, and developing their evaluation report.

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INSTRUCTIONAL ACTIVITIES

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A. The number of participants by age level
B. The number meeting your standard(s) of success by age level
C. Total number of participants per activity

INSTRUCTIONAL ACTIVITY		AGE LEVEL							C. TOTAL NO. OF PARTICIPANTS
		3-5*	6-8	9-10	11-12	13-14	15-16	17-18	
Mathematics	A	23	57	32	5	1			118
	B	19	17	26	3	0			
English Language Arts/Reading	A	24	63	35	12	4			138
	B	16	40	24	10	4			
Spanish Language Arts/ Reading	A								
	B								
English Oral Language	A	23	57	32	5	1			118
	B	23	50	29	3	1			
Science	A								
	B								
Social Studies	A								
	B								
Cultural Development/ Self-image	A								
	B								
Physical Education	A								
	B								
Career Education	A	23	57	32	5	1			118
	B	21	57	30	5	1			
Health/ Nutrition	A	23	57	32	5	1			118
	B	18	57	27	5	1			
Fine Arts	A								
	B								
Practical Arts	A								
	B								
Music/Dance	A								
	B								
Other (specify)	A								
	B								

* Include readiness skills in applicable instructional activity categories.

For each instructional activity for your projects listed in the preceding section, please complete the following:

a) List the instruments used to determine pupil progress. (Specify the names of commercially prepared instruments. Noncommercial instruments should be briefly described; e.g., teacher-made checklist on primary language skills.)